

HISTORY

Intent

To develop, regardless of gender, ability or background, children with a coherent knowledge of Britain's history, their locality and the history of the wider world. This includes developing a broad understanding of chronology, a good breadth of knowledge of significant individuals and events, and ensures that all children can form and justify historical opinions and understand what it means to be an 'Historian'.

We believe that studying History improves our decision-making and judgment. History also teaches us how to learn from the mistakes of others and helps us understand change and societal development. History also provides us a context from which to understand ourselves and others.

EYFS

In EYFS, History is incorporated into the area of learning entitled 'understanding the world'. This area of learning is developed by encouraging and supporting children to explore and talk about families, friends, familiar adults in the community, people and places around the world, celebrations and family traditions. As children learn about the world around them, they find out about the past through talking to parents, grandparents and friends. They develop an interest in their own story as well as the stories in their family as well as significant figures. This is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them,

yet share some of the same characteristics and ideas. Children are exposed to a range of resources including timelines, pictures, videos, books and artefacts to support their historical understanding. As with all areas of the EYFS, children's development is assessed through a balance of child initiated observations and teacher led activities.

Curriculum (Y1-6)

At Handforth Grange, our history curriculum is designed to enable pupils to acquire a rich web of knowledge as the sequence and selection of topics builds on previous units and feeds forward to future learning. We teach History from starting points suitable for all ensuring that substantive knowledge is wide, varied and fully explored and revisited throughout our curriculum coverage. Historical skills and knowledge is introduced then revisited in different units and in different contexts. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of historical knowledge. The disciplinary knowledge of history runs through all our topics ensuring that links between topics are formed. The history topics taught, provide appropriate challenges for KS1 and KS2 pupils of varying abilities. Each topic is designed using expert knowledge from The Historical Association or Rising Stars, and uses key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout.

Skills, knowledge and understanding in history, progress through Year 1 to Year 6, being taught and developed through a two-year cycle of carefully planned history topics which ensures complete coverage of the National Curriculum (2014) programmes of study for History. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.

Through each history topic, children develop knowledge, vocabulary and skills through their own first-hand experiences, where they are encouraged to draw their own conclusions based on individual or group findings, determined by a historical enquiry question introduced at the start of each lesson. All the pupils' observations and findings are used to answer an enquiry question the end of each unit.

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly can go on to work on the 'stretch and challenge' extensions within a task. This will require them to go into greater depth, for example by making connections to other societies or time periods studied. They will be guided to look at concepts in greater depth, for example they will begin to categorise the causes of an event and to compare their importance. Those that are not sufficiently confident may be targeted for extra support.

We provide starting points suitable for all children with appropriate challenge by using adaptive teaching. We achieve this in a variety of ways by:

- ensuring the knowledge is taught at the expected year level

- setting common, open-ended tasks to elicit a variety and depth of response
- providing practical opportunities for exploration purposes
- using visual stimuli, artefacts and a range of Historical evidence to promote Historical enquiry.
- using Teaching Assistants to support the work of individual children or groups of children
- using trips and visitors to develop further understanding
- group work to allow collaboration and develop thinking skills

In the half terms where history is not taught, opportunities are sought to maintain progress and embed a holistic knowledge within the subject. This is through cross-curricular work, for example in geography, or through the use of appropriate texts in literacy.

Impact

All pupils complete key assessment tasks provided within the units these set criteria for each area of the National Curriculum with the expectations for pupils working towards, meeting and exceeding expectations. These statements support teachers in target setting. Teachers use this assessment to record individual pupil progress and this information is then used to plan for gaps in knowledge.

The children's work is presented in their history books following the Presentation Policy guidelines. Each topic will culminate in a creative outcome which allows them to present their learning across the topic in a variety of ways. This may include aspects of computing to create a multimedia presentation, a video or a piece of artwork, a design product or a written piece.

Through our history lessons, children will be taught key vocabulary linked to each unit. They will also acquire a range of skills including:

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication